



## MEETING OF THE FULL GOVERNING BOARD ON JULY 18TH 2023 AT 8.30AM IN THE SCHOOL

*“We are a community with a lifelong passion for learning.”*

**Present:** Hilary Priest (HP), Head, Mike Waterson (MW), Ian Stewart (IS) Chair, Sam Wilkinson (SW), Becky Nel (BN), Jenny Barker (JB), virtually.

**In attendance:** Debbie Horton (outgoing Clerk), Dawn Pettipiece (new Clerk)

### Minutes

1	<p><b>Welcome &amp; apologies for absence*</b> Joel Mcilven and Rob Hill gave their apologies. They were approved. The governors welcomed Dawn Pettipiece, the new Clerk from September 2023.</p>
2	<p><b>Attendance &amp; declaration of Interest*</b> The governors signed the attendance form. There was no declaration of interest.</p>
3	<p><b>Approval of minutes FGB of meeting on 23.5.2023</b> They were approved as a correct record.</p>
3.1	<p><b>Matters arising from minutes of last FGB meeting including progress made on the actions raised*</b></p> <ul style="list-style-type: none"> <li>• Equality and diversity data collection template provided by Devon County to be located and suggested generic statement for the website to be re-circulated – Clerk. The data collection template is not available at the moment. The generic statement was circulated and approved for posting to the governor pages of the website at the appropriate time.</li> <li>• Create a clerk’s calendar, setting out the Clerk’s duties over the academic year – Clerk. Done.</li> <li>• Include monitoring criteria in Governor’s strategic aims document – IS. Done.</li> <li>• Contact Pizza Pirates and the Mansion re finding a new co-opted governor/ community outreach - IS &amp; BN. BN proposed sending an email to the person running the Mansion asking them to advertise the vacancy for a co-opted governor at the Grove. BN will compose advertisement and email, but will send out in September.</li> <li>• Governor curriculum visit reports to be completed – done.</li> </ul> <p><b>ACTION: BN to compose email, with governor job ad, and send to Mansion in September.</b></p>
4	<p><b>Committee reports</b></p> <ul style="list-style-type: none"> <li>• <b>Resources June 27<sup>th</sup> 2023.</b> The meeting focussed on the budget. The governors noted that the pay disputes appear to have ended with a proposal for a 6% rise in teacher salaries. The budget has allowed for a 3% pay rise and if the proposal is agreed by unions, it will be partially funded by the government, with schools covering 3.5%.</li> <li>• <b>Teaching and Learning 13<sup>th</sup> June 2023.</b> The parent, child and staff surveys have now been circulated, with a closing date on the last day of term. So far there have been 88 responses to the parent survey (which is less than last time), 90 from children and about a third of the staff have responded. The child survey is currently short on the voice of Years 3 and 4. The parent survey contains a lot of information, which will need to be collated for September. PHSE will be an agenda item for the first T&amp;L meeting of the year.</li> </ul> <p>•</p> <p><b>Q: Have many parents signed up to play therapy for their children?</b> <b>A: Yes, a few fund their children privately.</b></p> <ul style="list-style-type: none"> <li>• SATS data is now in and has been circulated to the governors</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Appeal committee June 23<sup>rd</sup> 2023</b> - report of overall outcome/progress on school actions. The appeal was partially upheld. It was considered that the school had followed all safety procedures and policies. However, the official reporting of the accident via OSHENS did require more accurate detail. The report has been updated, with a detailed account held by the system outside the standard form, as it exceeded the word count. A checklist for the person filling in the OSHENS report has also been drawn up to provide guidelines. The complainant has been informed of the actions taken and received a copy of the minutes. No further communication has been received from her.</li> <li>• The governors discussed the possibility of streamlining the complaints system further, so that governors are not drawn into the process until the final stage. In this case, the Chair of governors was the investigating officer for Stage 2, and then there was an appeal, so governors were included at 2 levels. The Head is inevitably included quite early on, more so because class teacher emails are not available to parents. One suggestion was that a member of staff might act as investigating officer in complaints. This had happened in a previous formal investigative situation to good effect. Governors noted that this would impose extra work on that member of staff and it would be a cost to the school.</li> <li>• It was agreed that the investigating officer would be appointed on a case-by-case basis.</li> </ul> <p><b>ACTION: PHSE for T&amp;L agenda next academic year - Clerk</b>  <b>ACTION: Survey analysis and feedback for September 2023 – IS &amp; MW</b></p>
5	<p><b>Governor business</b></p> <ul style="list-style-type: none"> <li>• Jo Counter is the new staff governor. There is still 1 co-opted vacancy.</li> </ul>
6	<p><b>Budget</b></p> <ul style="list-style-type: none"> <li>• To approve FRS (documents in folder). There hadn't been any change to the budget since the last Resources meeting.</li> <li>• <b>The governors approved the FRS, as recommended by the Resources committee.</b></li> </ul>
7	<p><b>Head's report</b> Any questions?</p> <p><b>Q: How could the governors get a better idea of how many children reach their potential or achieve what they set out to do? How do teachers know whether children are on track or not?</b>  <b>A: The assessment booklets track this. Governors can look at the booklets. Subject leaders could do an analysis of the booklets and come up with percentage scores of how many children are on track. This will help governors monitor achievement and trends.</b></p> <p>A governor noted that this would also feed into equality and diversity aims, as it could capture patterns, for example, in gaps in achievement in different cohorts and it could recognise the different skills that children have in different areas.</p> <p><b>Q: Are there success criteria for the Primary Partnership?</b>  <b>A: Yes, a Memorandum of Understanding is being drafted, which includes success criteria. Further work on this is scheduled for September.</b></p> <p><b>Q: What is the tangible impact, mentioned in the Heads' Report, of the Primary Partnership on the school?</b>  <b>A: The Head has drafted a list of effects and will circulate it to the governors.</b></p> <p><b>Q: Where in the staff structure are the teachers who have MPQs?</b>  <b>A: One is a Key Stage 1 and an English lead, another has become Deputy Head, and the third hasn't requested any role yet. Another teacher has joined the SLT.</b></p> <p>The SATS data had been circulated before the meeting. All agreed that it was very good. The Head was particularly pleased with the reading results as the test was difficult. The threshold had been brought down by 5 points, but only one child was affected. The results of the Year 6 SEND children had been very strong, with some progressing through their school career from 'emerging' to 'greater depth'. There is work to do on spelling and grammar.  Writing at greater depth is also a challenge. Writing had been difficult to teach online during the lock-</p>

	<p>downs, and the effects of this are still being addressed. The school was moderated in writing recently, and only one change was made, which was upwards.</p> <p><b>Q: The new, detailed information about behaviour in the Head's report is really useful. Could you tell us more about the reference to some children being worried about expressing their feelings to staff members?</b></p> <p><b>A: This is a complex issue. Staff try to be as open and as available as possible, but children don't always want to share worries with them for a variety of reasons. They may prefer to talk to their parents, or are worried about the consequences for others, of what they say.</b></p> <p><b>Q: Do you have child-friendly ways for children to express their worries in school?</b></p> <p><b>A: There is a worry monster in each class, which children can tell their worries to.</b></p> <p><b>Q: What are the attendance figures of those children on part-time timetables?</b></p> <p><b>A: Half of them have 100% attendance and the other half are a bit more sporadic, due to a number of reasons, such as medical issues.</b></p> <p>Governors noted that government are aiming for 100% attendance next year.</p>
8	<p><b>School Improvement Plan (SIP)</b></p> <p>It was noted that progress in Maths had been very good. The mastery method had been fine-tuned and teaching had become more consistent. There had been teacher and TA training, and the teams had observed each other, which all helped to improve outcomes.</p> <p><b>Q: If the school wanted to effect a change in culture, which would take over a year, how is that captured in the SIP?</b></p> <p><b>A: The bigger picture or aim is supported by drilled down termly versions of the SIP, which focus on tasks. Over time, trends emerge.</b></p> <p><b>Q: Does the Head write the SIP?</b></p> <p><b>A: Yes, but with feedback from staff.</b></p> <p><b>Q: Do the end-of-year reports follow a standard formula?</b></p> <p><b>A: Yes they do, but they are personal to each child. Parents should be able to see their child reflected in the report. There is a parents' consultation during the year, and parents can make individual appointments with teachers. The Head samples reports to ensure consistency. The only negative feedback that she has received about reports concerned typos. They do take a very long time for staff to write.</b></p> <p><b>Q: Would it be a good idea, for the Early Years parents in particular, to outline this reporting process, as many might worry that they don't know something that they should?</b></p> <p><b>A: The process is fairly well known.</b></p> <p>One governor commented that they might like to see examples of reports (anonymised).</p> <p>The question about class structure was raised in the last Resources meeting. It was felt to be a parent question rather than a governor one, and will be discussed outside governor meetings.</p>
9	<p><b>Governors strategic plan</b></p> <ul style="list-style-type: none"> <li>• What has been successful?</li> <li>• The governors agreed that they had done a lot over the year in all 6 areas, particularly as the board is not at full capacity. There is more work to be done in all areas, and so the 6 aims will be carried forward to the next academic year.</li> </ul> <p><b>Q: How often are governors expected to visit the school for monitoring purposes?</b></p> <p><b>A: Once or twice a year should be enough, for a formal learning walk.</b></p> <p><b>Q: Would the school like more support from the governors, particularly in terms of links with the community?</b></p> <p><b>A: The school does foster as many links as possible, through the Elizabethan fair, visits to local farms, and the choosing of a mayor, and time is limited for any more extra- curricular events.</b></p>

<b>10</b>	<b>Meetings timetable for next academic year</b> <ul style="list-style-type: none"> <li>A doodle poll, so far as it was completed, did reflect that Tuesday mornings were once again the best time for meetings. The Head confirmed that governors could bring their school children in at 8.30am on meeting mornings and they would be cared for by staff until the beginning of the school day. <b>The timetable was agreed.</b></li> </ul>
<b>11</b>	<b>Policies*</b> <ul style="list-style-type: none"> <li>The school vision is to be reviewed on September 4th 2023 (INSET day) at 9.00am. All governors are invited to attend.</li> <li>The clerk had reviewed the governor sections of the school website, which are compliant. The only point to raise was the inclusion of old PP and Sports funding reports on the policy page. The old ones will be deleted, to leave the current years only.</li> </ul> <b>ACTION: INSET Day for school vision.</b> <b>ACTION: Head to streamline PP and PE reports on the school website.</b>
<b>12</b>	<b>Safeguarding*</b> <ul style="list-style-type: none"> <li>The governors had received the termly safeguarding report in advance of the meeting. It was noted that one incident marked as racist, had been reported to the Local Authority.</li> </ul>
<b>13</b>	<b>Governor visits</b> <ul style="list-style-type: none"> <li>Reports from visits undertaken since last FGB meeting: There were SEND, Literacy and Facilities visits. The Facilities report will be circulated when completed.</li> <li>IS reported that quotations for the proposed work to the entrance door are still ongoing. A recent audit of the outside spaces was okay, and minor repairs are up-to-date.</li> <li>The Literacy visit indicated that children liked their books and didn't like spelling. It was a helpful visit.</li> <li>One governor was concerned that Health and Safety points don't get shared. This was more a question of reports not always being completed, rather than a gap in the monitoring system.</li> </ul>
<b>14</b>	<b>Governor training</b> <ul style="list-style-type: none"> <li>Reports back from trainings. None taken.</li> <li>Review impact of training on board. Not discussed.</li> </ul>
<b>15</b>	<b>Clerk's report</b> <ul style="list-style-type: none"> <li>None.</li> </ul>
<b>16</b>	<b>Correspondence</b> <ul style="list-style-type: none"> <li>None.</li> </ul>
<b>17</b>	<b>Items brought forward by the Chair</b> SW and the Clerk were both given leaving gifts and thanked for all their work.
<b>18</b>	<b>Date &amp; time of next meeting</b> FGB meeting September 19th 2023 at 8.30am in the school

- \* = standing items

The meeting ended at 10am

### Summary of Actions

	Action	By whom	By when
3.1	Email, with governor job ad, to be sent to Mansion.	BN	By September 19 <sup>th</sup> 2023 FGB meeting
4	PHSE for T&L agenda next academic year	Clerk	First T&L meeting of year
4	Parent, Child and Staff survey analysis and feedback	IS & MW	September FGB
11	INSET day School vision.	All invited	September 4 <sup>th</sup> 2023
11	Streamline PP and PE reports on the school website.	Head	By September